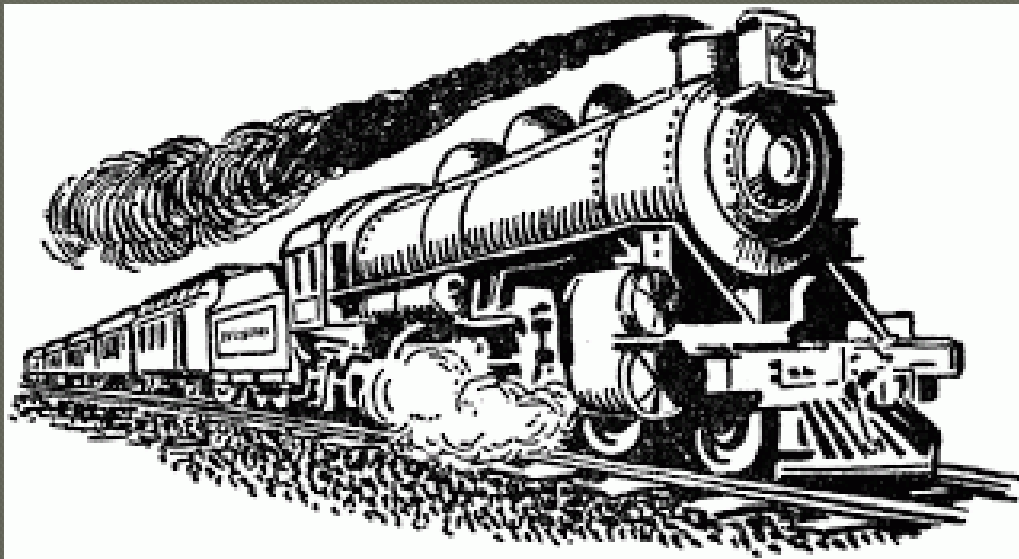


# **Full Steam Ahead: ACT Plus Writing and the Montana Common Core**

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The MCCS consists of 32 standards within 4 strands for English Language Arts. This session focuses just on the 10 in the writing strand. Below is the list of the College and Career Readiness Anchor Standards. The grade level standards are derived from these, as you will see.

Topic

Strand

Standard

	Text Types and Purposes*
CCRA.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	<b>Production and Distribution of Writing</b>
CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<b>Research to Build and Present Knowledge</b>
CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<b>Range of Writing</b>
CCRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

## Evolution of Writing Strand, Standard 1

- W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
  - a. Introduce claim(s) and organize the reasons and evidence clearly.
  - b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text.
  - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from the argument presented.

- W.9-10.1 Write arguments to support claims in an analysis of substantive topics or text, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

# Text types and purposes

## Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To persuade	To explain	To convey experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.



# argumentation prompts

- Grade 4: You are running for President. During your campaign there have been some controversial topics which have come out. This one in particular can become bad for your campaign, some people do not like your idea. Pick one of the following topics and argue to the public why your view is correct. Remember you need to sway that person to win their vote. Back your ideas up with facts, use resources to find current facts (please no made up facts) and make sure you are able to tell me where you found your information.
  - Some ideas are:
  - Why should the government pay for public education?
  - Why should the government fix some roads and not others? Pick two roads that you know of which may need maintenance.
  - Why should the government fund..... (pick something the government should purchase).
- Grade 7: In your opinion, is it important to follow the nutritional guidelines that we have discussed? Choose a position using both the textbook and the website [www.choosemyplate.gov](http://www.choosemyplate.gov). Make an argument using three main ideas which you will support with evidence from the textbook or website.

# Informative/explanatory prompts

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- Grade 2: Find and collect a bug. Take photographs of it from many angles. Draw a diagram of your bug, labeling any parts you know. Use an insect book or the internet to find the names (standard and scientific) of your bug. Choose 3 insect books and 2 internet sites to use as research materials. Write a 7 paragraph paper describing the body parts of your insect.
- Grade 9: In a five paragraph essay, discuss the theme of loneliness of the migrant workers in *Of Mice and Men* by John Steinbeck. Support your claim through evidence in the text and connect your claim to at least one primary source we have discussed in class. Your essay should meet the following requirements:

# Narrative prompts

- Grade 7: For this assignment, you will be incorporating a number of elements into a story, appropriate for a middle school audience that is entertaining, informative, and humorous. You will need to make sure that your story has a beginning, middle, and an end that are well connected and flow logically. You will need characters that we can relate to. And you will need a setting that is realistic and relatable. Those are for you to choose. The required elements (which you will draw from buckets) are as follows:
  - An idiom, phrase, saying, or expression—you will need to incorporate the actual quote, the true meaning, and its origin;
  - A superstition;
  - A piece of advice from Dr. Seuss;
  - The title of the most recent book you have read.
- Grade 9: This assignment requires you to defend your position on a topic and describe a situation that supports your point. The topic in question is: Should students who commit cyber-bullying before or after the school day be suspended from school? Provide a scenario to illustrate your position. Use facts and evidence to support your point.



# Writing standards 4-10, Simplified

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- Standards 4, 5, 6---Production and Distribution of Writing
  - Use the writing process
  - Use technology

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## ● Standards 7, 8, 9—Research to Build and Present Knowledge

- IEFA connection
- Research of short and long duration
- Note taking and organizing from sources
- Literary responses (with textual evidence)

## ● Standard 10—Range of Writing

- Write different types of things of different lengths

# Literacy standards across the curriculum

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- *Shared responsibility for students' literacy development*
- The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well (Montana Common Core Standards for English Language Arts Content by grade level , p.4).

# Kalispell's initiatives to increase and connect literacy work across the curriculum

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- Shared terminology and protocols
  - ❑ LAPS (Literal, Analysis, Prove it, So what) for deep reading
  - ❑ Adaptable Accordion Structure
    - Hook, Line, Sinker -for introductions
    - CEAL (Claim, Evidence, Analysis, Link) for body paragraphs
    - TRIP (thesis, restate ideas, implication, parting thought) for conclusions
- Common rubrics for writing
- English department liaisons for content areas

# Thank you!

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